

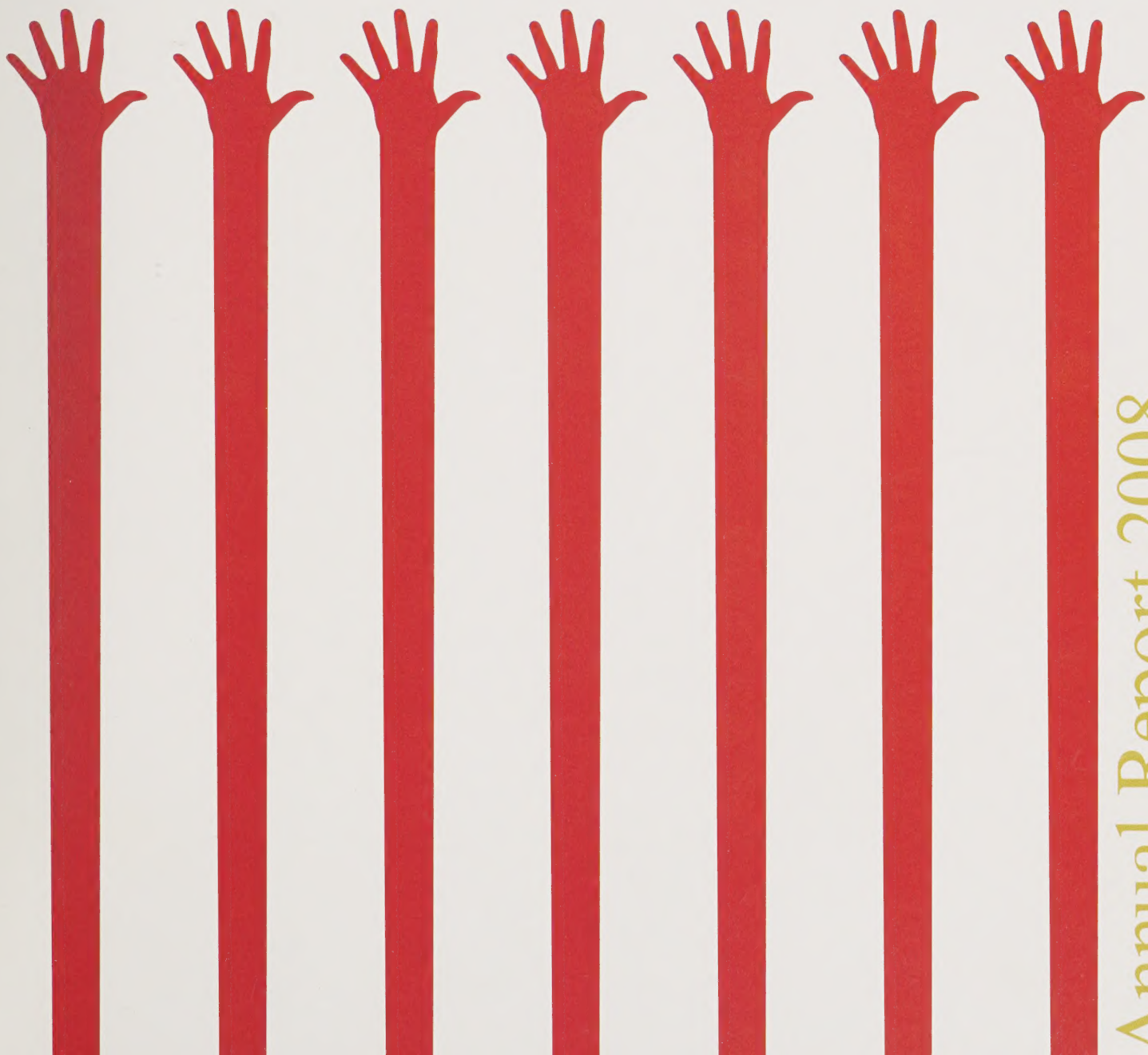
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YFAR

Children, Youth and Families At Risk Program



Annual Report 2008

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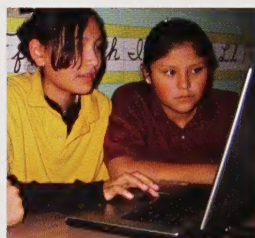
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Children, Youth and Families At Risk Program

08 Year of Accomplishments

FEB 12 REC'D

To: CYFAR Program Staff

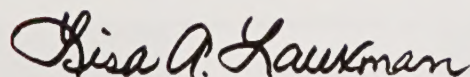
This 2008 CYFAR Annual Report provides an overview of the accomplishments of the Children, Youth and Families At Risk community-based programs. The CYFAR projects bring land-grant resources to communities' at-risk audiences to meet basic needs, build skills and competencies, and create sustainable opportunities.

Featured this year within the Northeast region are programs that are unique yet different. These programs address the real needs of the youth and adults within their communities. Active engagement is key to the learning experiences in collaboration with community partners. Focused on building safe and welcoming environments, participants experience that sense of belonging and truly learn to pay it forward through their own engaged experiences. Success is measured with and by participants' responses to outcomes within themselves and within their communities. CYFAR staff provide the necessary ingredients—skill development and learning experiences—to guide participants to achieve goals. Collaborations undergird the projects and integrate Extension's mission to factor in sustainable community programs that will weather the test of time.

These days we talk about the carbon footprint that is being left behind. When looking at CYFAR's carbon footprint, certainly there is a very deep imprint of lasting value for the communities engaged. Yet the entire land-grant Extension system is affected by CYFAR programs. The CYFERnet widespread web forms a virtual connection of high-quality research-based resources to power and generate change. The CYFAR liaisons provide ongoing technical assistance. Staff and participants in community sites are challenged and engaged in professional development offered at the CYFAR conference.

Though the carbon footprint of CYFAR is immense, the impact on the environment is user-friendly as it reflects the sustainable, integrated programs, which in turn reflect the mission of the land-grant Extension system of extending science to the people. The CYFAR Program resonates with the vibrancy of meeting critical needs of children, youth, and families at risk. Project overviews by state and by year can be viewed at:
<http://cyfarreporting.cyfernet.org/public/OverviewsSearch.aspx>

Sincerely,



Lisa Lauxman
National CYFAR Coordinator
4-H National Headquarters
Cooperative State Research, Education, and Extension Service
U.S. Department of Agriculture



Alaska

Teens from the Copper River Valley region provide important information to other teens and adults at the Kenny Lake Community Hall regarding proper ATV safety gear.

Arizona

Youth members of SOS Tucson and SOS Douglas come together for joint training in GPS/GIS mapping, provided by graduate students from the University of Arizona Cooperative Extension Office of Arid Lands.



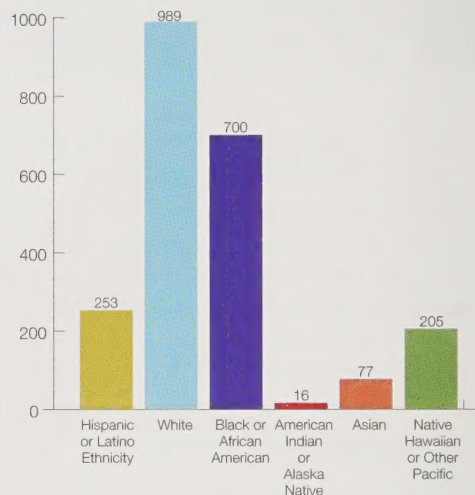
CYFAR Community Program Demographic Data 2008

In 2008, CYFAR projects in 38 states and territories supported community programs at 94 sites reaching 14,621 youth and 6,517 adults—a total of 21,138 participants. Of the participants, 1,075 (8%) are Pre-K; 7,335 (50%) are in grades K to 6; and 6,211 (42%) are in grades 7 to 12. Fifty-eight percent (58%) of all participants are from rural areas and small towns, 36% from towns and cities, 6% from central cities, and less than 1% from suburbs. Of the youth, 76% live in poverty with percentages ranging up to 100% for some race/ethnicity groups.

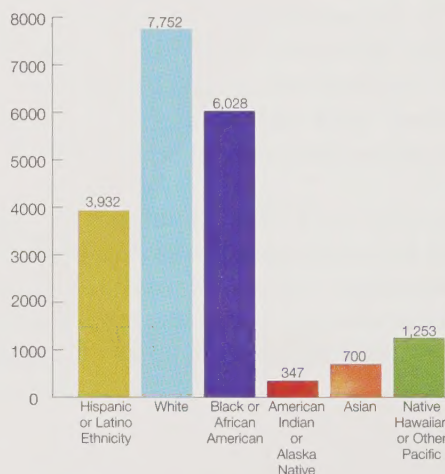
CYFAR projects employ 181 staff members to implement programs in communities. Adult (n=1,289) and youth (n=820) volunteers provided more than 59,978 volunteer hours to the programs and staff in 2008. The bar graphs show the diversity of youth and adults involved as participants, staff, and volunteers in CYFAR programs.

4-H enrollment among CYFAR participants decreased from 213 4-H clubs to 210 4-H clubs and from 10,104 members to 6,216 members in 2008. This is almost 46% of all CYFAR youth participants. 4-H membership is distributed in grades K to 6 (3,997) and grades 7 to 12 (2,219). A total of 824 volunteers, 346 youth, and 478 adults worked with these 4-H clubs.

Staff and Volunteers by Race/Ethnicity



Population Served by Race/Ethnicity

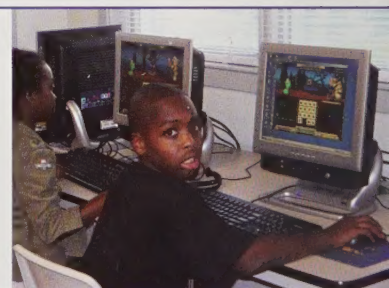


Delaware

Hickory Tree 4-H youth prepare their pictures for the Graphic Arts Contest.

Delaware

Hickory Tree youth play an educational computer game whose goal is to make different words to get to higher levels.



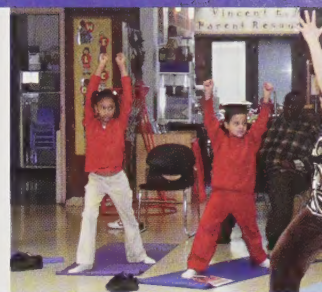


California

Sonoma County Bloco Drum and Dance perform in a parade in San Francisco.

Connecticut

Connecticut 4-H Fitness And Nutrition Club (4-H FANs) youth learn the warrior yoga pose in their after-school program.

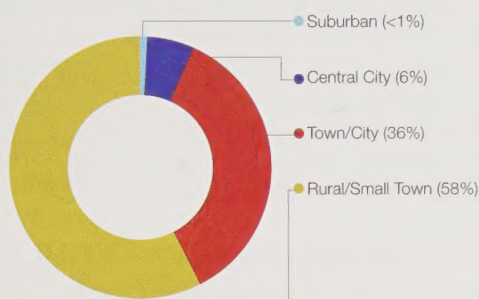


CYFAR Budget 2008

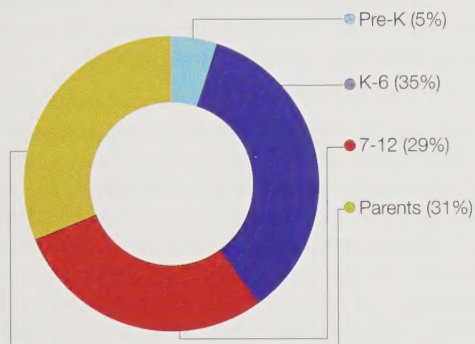
Of the \$7,611,527 CYFAR program budget, 60% provided funding directly to universities for community programs. This included renewal of CYFAR New Communities Projects and Sustainable Community Projects in 31 states/territories and 7 new Sustainable Community Projects. The CYFAR share of Military 4-H grants accounted for another \$435,000 that provided support to county 4-H professionals working with military youth programs in 31 states.

The remaining 35% of the 2008 CYFAR budget provided a wide range of technical assistance and support to CYFAR staff and programs. Seven percent of the CYFAR budget supported CYFERnet Program, Technology, and Evaluation. Professional development—the CYFAR conference, CYFAR orientation, Peer Review Process, Annual Report and 4-H 101—used 24% of the CYFAR budget. Four percent of the budget funded Cooperative Support Agreements with universities for six CYFAR Liaisons who provided technical assistance to all the CYFAR programs.

Population Served by Location



Participants by Age



Guam

Girls work intensely with the master weaver to produce fine flowers with their hands.

Idaho

Friends work together on a mural at Burley, Cassia County 4-H after-school program.





Kansas

The Ellsworth County CYFAR project has established an after-school program—led by teens—with the local schools. The program focuses on physical activity and health promotion.

Kentucky

CYFAR youth participants put on an ATV Safety Day program at Simons Middle School in Fleming County as a part of a school-wide Safety Day event.



CYFAR Collaborations

While 1890 and 1994 institutions were not eligible to apply for CYFAR grants in 2008, 1862 institutions were encouraged to collaborate and subcontract with these institutions. In 2008, CYFAR projects included collaborative community programs in the following states:

Auburn University—Tuskegee University
 Kansas State University—Haskell Indian Nations University
 University of Maryland—University of District of Columbia
 Montana State University—Rocky Boy Reservation
 North Dakota State University—Standing Rock Indian Reservation
 Oklahoma State University—The Cherokee Nation
 Clemson University—South Carolina State
 Texas A&M University—Prairie View A&M University

Featured CYFAR Programs

4-H Fitness And Nutrition Clubs (FANs)

The University of Connecticut 4-H Fitness And Nutrition Clubs (FANs) is a multilevel experiential and interactive project for school-aged children and their 4-H teen facilitators in urban after-school settings in Hartford and New Haven. The purpose is to promote physical activity and increase awareness of healthy nutrition choices. 4-H teen facilitators are trained to deliver the program. Parents and community partners are also recruited as 4-H volunteer leaders.

A total of 170 youth participated in the nutrition and fitness programs. Thirty-eight participated in the eight-week intervention, and 14 participated in a sustained club. There was also yoga, fitness, and salsa dance instruction for youth and families. Participants enrolled in the FANs program gained knowledge/awareness in physical activity choices and nutrition. Preliminary statistical analyses indicate

positive increases in right-handed grip strength, sit 'n' reach flexibility tests, and total number of sit-ups completed per minute. Results show that children were more confident in their abilities to do well on the Connecticut Standard Fitness tests because of prior exposure to testing regime and participation in FANs 4-H programming.

Participants demonstrated eagerness to teach parents, guardians, and siblings their new-found knowledge about healthy food and beverage choices. There is great interest among participants, parents/guardians, and school officials to sustain the FANs 4-H programming.

Delaware Cooperative Extension CYFAR Project

Delaware Cooperative Extension (4-H) operates year-round after-school and summer programs in two diverse communities. Selbyville in rural Sussex County hosts one site at the Hickory Tree complex of the Delaware State Housing Authority. This site includes 28 youth in grades K–8. All are African American. The second site is in urban New Castle County in the New Castle area along the low-income Route 9 corridor. That site is in the Police Athletic League building in the Garfield Park community, and the partners at that site are the Police Athletic League and the Office of the New Castle County Executive. That site serves 20 youth in grades K–6, all African American.

The national CYFAR outcome addressed at both sites is School Age (K–8). Both sites have partners with whom Delaware Cooperative Extension has forged a strong relationship over many years. Both communities have an existing infrastructure and past history of involvement with Extension. The after-school model was chosen because of the expertise that Extension has developed in this area plus the possibility of sustainability. After-school is a high priority among residents and other community stakeholders.

The program at both sites offers curricula in Science, Engineering, and Technology as well as Healthy Lifestyles. Youth at both sites are being mainstreamed into the county



Michigan

Washtenaw teens in this circle begin to open the lines of communication to learn of each others' values, an outcome of one 4-H Partnerships for Activism and Social Justice teen's vision to learn and serve with youth across diverse community lines.

Minnesota

The Chaos Club makes a roller coaster while learning new skills and having fun.





Louisiana

Program participants use graphic organizers to give reports on books they have read.

Massachusetts

Youth from the Boston New Communities Project visit the University of Massachusetts Amherst campus.



4-H programs. The Hickory Tree site has received additional funding from the Delaware Department of Education (\$10,000) for the next five years. In addition, the local school district provides a tutor four days a week during the school year. The success of the program at this site has been responsible for Delaware 4-H receiving a 21st Century Learning Centers grant to replicate this program at four additional Delaware State Housing Authority sites. This funding will impact an additional 112 youth in rural public housing in Delaware for 205 to 210 days each year and is worth \$1.2M over the next five years, beginning April 1, 2009.

Expanding 4-H Youth Development

The Massachusetts New Communities Project (NCP) sites in North Adams and Roxbury are addressing workforce readiness skills with teens.

The NCP in North Adams works with youth who are on probation or involved with a CHINS (Children in Need of Services) petition. The goal of the project is to reduce recidivism among youth to prevent them from reentering the juvenile justice system, introduce them to character education, and increase workforce readiness skills.

The Berkshire Juvenile Court judge and the probation department consider the North Adams NCP project a successful way to reach and educate juvenile offenders.

The South End/Lower Roxbury NCP incorporates college awareness and workforce readiness to bring youth from different communities together and prepare them to be successful adults. A goal of the project is to encourage positive interaction across traditional turf lines in the community to help reduce violence.

The Roxbury NCP has been incorporated into base 4-H programming. 4-H state funds continue to support a 4-H educator to continue this work in the South End/Lower Roxbury communities of Boston.

Developing After-School Programs in New Hampshire Rural Communities

Through after-school programs started with CYFAR support, 812 middle school youth from two rural communities have routinely finished their homework, prepared healthy foods, and learned to use technology in new ways. These programs began in 2004 in response to community concerns about safety and supervision of fifth to ninth graders during the hours after school. Although program models differ at each site, the goals are similar: improve school performance and behavior; engage in service learning, and try new things in safe environments that foster parent involvement.

The Hillsboro-Deering school district is a major collaborator at one CYFAR site. Over 130 students in fourth through eighth grade annually enroll in after-school programs at the elementary and middle schools. The partnership has leveraged resources including community volunteers, school funding, and 21st Century Community Learning Center grants. The evaluation shows improvements in homework completion and academic performance. Youth requested more time in the program to do homework; and decreased family conflicts over homework were noted. Middle school youth report feeling more connected to their school.

CYFAR resources helped grow Seacoast Youth Services, Inc., from a court diversion program operating out of a condominium office into a thriving five-day-a-week program. Community volunteers helped with ongoing building renovations to accommodate the expanding agency, which hosts Head Start, substance abuse counseling, an after-school program, and the CYFAR Seacoast Youth Leadership Project. The evaluation finds strong parent appreciation for the family program philosophy and positive changes in their children. University of New Hampshire interns serve as mentors to engage youth in media literacy activities, nutrition, fitness, and service learning.



Missouri

A father and daughter decorate a pumpkin as part of the Cole County 4-H LIFE Program.

Montana

Three Eagle youth meet the governor of Montana to discuss the coal gasification process and plant to be built on the Crow Reservation.





New Hampshire

These CYFAR youth spent their summer creating a place for families to take their children fishing by cutting brush and cleaning up an overgrown area of town forest.

New Jersey

Woodbury teens learn the importance of accuracy when counting change. They are preparing for work at the Seeds to Success Youth Farmstand.



4-H Pathways for Success in Science and Technology

During the first year of the program, sessions were held at three different community sites for nine weeks each semester (two days a week). Each session gave youth the opportunity to explore a variety of science fields. Curriculum units included radio telemetry, GPS, and rocketry design. A new curriculum focusing on the exploration of climate and biomes was piloted. Field trips were planned to science labs at the University of Rhode Island, Kingston and Providence campuses, respectively. An undergraduate practicum course in environmental education in an urban setting was developed for 3 undergraduate credits. Undergraduate students were recruited to become Pathways for Success in Science and Technology mentors for youth in the after-school sites. These mentors worked with sixth-grade students in three urban middle schools to help them gain confidence in science. Community agency parents were recruited and attended parent education workshops to support their children's participation in the project.

Partnerships with the three community schools, two community agencies, the University of Rhode Island College of Environment and Life Science and Cooperative Extension Children, Youth and Families, and the 4-H program supported the ongoing integration of the project. A primary example of support at the community level was that each of the schools waived fees for classroom space in an after-school program. Community agencies provided volunteer staff members to support the after-school staffing ratio and provided access to computers, microscopes, lab coats, and other science equipment at no additional cost to the project. Extension specialists provided education and training for undergraduate mentors, parents, and agency staff to ensure that all participants received the same educational information, using the train-the-trainer model for easy replication.

4-H National Headquarters Programs of Distinction

Programs of Distinction are designed to help 4-H and other Extension youth development professionals:

- Communicate the high quality of Cooperative Extension-supported youth development programs that are occurring in communities across the United States
- Assist others in improving their practices in positive youth development
- Better understand and promote the nature of scholarship in their work
- Submit program outcomes through a peer-evaluated format

The Programs of Distinction is a collection of program descriptions that reflect the high quality of 4-H youth development programs that are occurring in communities across the United States. It is supported by the 4-H system partners and coordinated through 4-H National Headquarters and the Cooperative State Research, Education, and Extension Service (CSREES).

In order to be considered for inclusion in the Programs of Distinction database, a youth development program must meet the following definition: An organized, purposeful set of activities designed to achieve positive youth development outcomes.

Programs of Distinction submissions are reviewed independently by three trained peer reviewers for program content and readability and are accepted on a continual basis.

For the 2007–08 program year, the following CYFAR programs received this distinction: 4-H Bloco Drum and Dance from California and the CITY—Community Improvement Through Youth—Project from New York. Past CYFAR-funded programs that have been given this distinction include: New Jersey's 4-H After-school

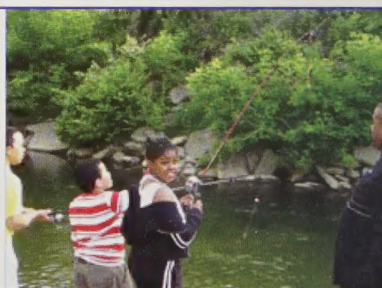


New York

Community Improvement Through Youth (CITY) teen leaders build a gardening shed at Construction Academy 2008 and later donate it to a needy organization in Broome County.

Ohio

Family members participate in fishing at the Adventure Central Get Up and Get Out family engagement activity.





New Mexico

Just Be It! fifth graders power up with exercise.

Nevada

Battle Mountain Bootstraps participants worked four 10-hour days each week removing invasive trees.



Adventure; Missouri's 4-H LIFE-Living Interactive Family Education Program; Utah's 4-H Mentoring: Youth and Families with Promise; Oregon's 4-H Tech Wizards; Maryland's Cyber Town at the Woodrow Wilson Center; New Jersey's Family Camp: Strengthening At-Risk Families Through Adventure-Based initiatives; Arizona's Project SOAR: 4-H Mentoring Program; and New Jersey's Seeds to Success Youth Farmstand Program.

This national program is managed by Suzanne Le Menestrel, acting director, Youth Development, 4-H National Headquarters. For more information on the Programs of Distinction, see: www.national4-h.org/about/pod.htm.

4-H Families Count: Family Strengthening Awards

4-H youth development programs have always involved parents and family members and have helped build supportive communities. The exemplary 4-H programs recognized by this award are those that place a special emphasis on increasing opportunities and supportive networks for families, children, and youth through educational programs and activities.

The Annie E. Casey Foundation, through its partnership with 4-H National Council, rewards programs that improve outcomes for disadvantaged families—especially in rural areas—by fostering the social networks, economic opportunities, services, and support families need to be successful. Parents who have access to economic opportunities and who are supported by strong informal networks and accessible, effective services are much more likely to succeed at giving their children the better futures that all parents want.

Acceptance to the Programs of Distinction is a requirement to apply for the Family Strengthening Awards. Applicants need to submit their Programs of Distinction applications to 4-H National Headquarters by March 9 to allow time to complete the Programs of Distinction peer review processes prior to the May 15 award application deadline. Submitters should anticipate that manuscripts typically require revisions before their acceptance as a Program of Distinction.

Several past CYFAR-funded Programs of Distinction have gone on to win the 4-H Families Count: Family Strengthening Awards. The Family Strengthening awards support five \$15,000 awards each year. In 2008, supported by CYFAR funds, CITY—Community Improvement Through Youth—Project received an Annie E. Casey Award.

Previous CYFAR-funded project recipients of Family Strengthening Awards include: New Jersey's Family Camp: Strengthening At-Risk Families Through Adventure-Based Initiatives; Utah's 4-H Mentoring: Youth and Families with Promise; Missouri's LIFE-Living Interactive Family Education Program, and Maryland's Cyber Town.

The CITY Project: Community Improvement Through Youth

June P. Mead, Project Director, Cornell University
Kay Telfer and Vicki Giarratano, Cornell Cooperative Extension, Broome County
Jackie Davis-Manigaulte and Jamila Simon, Cornell University Cooperative Extension, New York City

When young people in poverty are empowered and supported by caring adults, they can dramatically change their futures. In the Community Improvement Through Youth (CITY) Project, a CYFAR project of Cornell Cooperative Extension, youth are doing just that. The CITY Project is a program for youth ages 13 to 18 in two New York communities where poverty, crime, and other

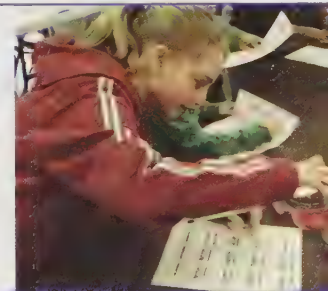


South Dakota

Participants enjoy the CYFAR Shape Up: Family Style Health Summit/Wacipi (PowWow).

Tennessee

Wilson County 4-H babysitters try to determine What's in the jar? during a training course offered by CYFAR staff.





Tennessee

4-H Babysitters watch children while their parents attend MELD group meetings.

Texas

4-H teen teachers show youth how to make leather crafts.



factors put them at risk for juvenile delinquency, academic failure, and substance abuse. The program's 40 participants meet after school for training in civic engagement, public speaking, and other topics in preparation for leading their own community improvement projects. As a key part of this project, parents are encouraged to support their teens throughout the year by attending community forums and family nights. During the summer, the teens are guaranteed paid part-time jobs and continued support as they work on community improvement projects.

The CITY Project partners—Binghamton Housing Authority Gang Prevention program, Broome County Urban League, Henry Street Settlement House, and Police Athletic League/Wynn Center—provide meeting space and staff and act as liaisons for youth and their families to access services available through their organizations.

Throughout the school year, the CITY Project holds open houses, community forums, health fairs, and family night events where families share a meal and the youth present their projects. Resources are shared so parents, grandparents, and caregivers discover opportunities they didn't know about before such as GED classes, parenting education, and senior services.

Ten of the 11 CITY Project Teen Leader graduating seniors who completed their two-year commitment to the CITY Project are going to college, and the 11th graduating senior is going into military service. Seven of those going to college received full or partial scholarships based in part on their involvement in the CITY Project.

"We provide the training, opportunities, and supports. But youth are the driving force behind the projects changing their communities," said June P. Mead, CITY Project director.

Technical Assistance to CYFAR Programs

CYFERnet—Evaluation

Project Director: Donna Peterson, University of Arizona

Collaborators: Jay Mancini and Lydia Marek, Virginia Polytechnic Institute and State University

CYFERnet Evaluation continued its work with the Sustainable Community Project (SCP) Task Force to address two questions: (1) Are SCPs accomplishing short and long-term outcomes as articulated in their state logic models? and (2) What impacts do these SCPs have on targeted at-risk audiences? The task force clustered similar projects and identified at least one indicator common to projects within the following six clusters: Parenting; Citizenship; Healthy Living; Workforce Prep; Communication Skills; and Science, Engineering, and Technology (SET). A performance monitoring framework tracks progress toward each indicator.

The Arizona team designed and implemented an online survey to determine the use of CYFERnet resources (Program, Technology, and Evaluation) by the CYFAR program. A majority (61%) of respondents had used evaluation resources on CYFERnet, and 90% reported they were somewhat or very useful.

Virginia Tech continued the New Communities Sustainability study with the addition of 10 projects that completed their initial funding two years ago ($n=24$). Almost all (92%) of the CYFAR-funded programs continue one and two years after CSREES funding has expired. Only two out of 24 states did not sustain their NCP efforts. More than half (56%) have maintained or expanded their programming to meet the needs of at-risk children, youth, and families, and almost three-quarters (74%) of active projects reported that their project was mostly (48%) to fully (26%) meeting the needs of at-risk children, youth, and/or families. The most commonly reported source of organization leadership for these projects was Cooperative



Virgin Islands

CYFAR participants tend their garden.

Virgin Islands

Youth learn about good nutrition habits.





Texas

Youth participate in the 4-H after-school Young Entrepreneur Program.

Utah

Youth and mentors create Valentine wreaths to deliver to elderly residents of a local rest home.



Extension (74%), but projects reported that they collaborate with a variety of organizations. At least three-quarters of all projects collaborate with 4-H, CES, and schools. In addition to continuing to provide resources to these projects, Extension is committed to serving at-risk audiences and developing sustainable community-based programs. Almost all (86%) respondents in the sample strongly agreed (51%) or agreed (36%) that working on this project was a part of their ongoing work plan. Additionally, 91% of respondents strongly agreed (53%) or agreed (39%) that serving at-risk audiences is an expectation of their organization or agency. In addition, 74% of active projects reported that a 4-H club is part of their program and for those who do not have a 4-H club, 83% have participants in a 4-H club with 24% reporting all their participants are involved in 4-H.

New resources and web sites related to program evaluation and sustainability are continuously posted on CYFERnet. Two preconference workshops were offered at the CYFAR 2008 Conference—one on finding or creating evaluation tools and one on program sustainability. An online training on evaluating long-term outcomes was conducted. The training was archived and is available on CYFERnet.

CYFERnet—Program

Project Directors: Janet Kurzynske, Wendy Stivers, and Kerri Ashurst
University of Kentucky

Collaborating Universities:

- Iowa State University
- University of Idaho
- University of Nevada, Reno
- Cornell University
- North Carolina State University
- University of Minnesota
- University of Arizona

The CYFERnet Program team and editorial boards provided technical assistance and resources to CYFAR

projects and other users through a variety of strategies. Almost 650 new resources were peer reviewed and 558 posted. Currently, there are 8,110 resources in the database. There were 1,765,261 hits to the web site representing a 54% increase from 2007, and 157,780 different users, representing a 10% increase.

Hot Topics offered timely research-based information on subjects of widespread interest. Two examples related to the national media coverage were: the choking game and coping with difficult financial times. In addition, CYFERnet Program presented more than 40 professional development workshops, presentations, and exhibits during 2008.

Nine webinars were offered by nationally recognized Extension professionals. Over 580 people participated. Examples of topics for 2008 webinars were: Building Strong Marriages; Helping Kids Be Healthy and Active; Grow Impact with Community Gardens; Youth-Adult Partnerships in Community Decision Making. The webinars are archived on CYFERnet. See: www.cyfernet.org/interactrain.

Continued development of collaborations by CYFERnet program

eXtension: Early Childhood board members are involved with the Just in Time Parenting advisory team and the Child Care Advisor planning grant. The School-Age editor and Teen editor serve on their university's eXtension Institutional Team. Members of the School-Age board are involved with the Youth Science, Engineering, and Technology Literacy Community of Practice. Members of the Parent/Family editorial board are involved with the Family Caregiving Community of Practice.

4-H Youth Development: Conversations took place with people representing Access 4-H, the 4-H National Curriculum Directory, 4-H National Institute, and 4-H Learning Priorities to examine ways in which we can begin to partner on shared goals and visions and incorporate these into an overall strategic plan for CYFERnet.



Wisconsin

A teacher demonstrates a stethoscope to elementary-age youth enrolled in a 4-H summer after-school program.

West Virginia

Girls make a packet with a lizard enclosed to prove that light does not pass through the black paper while another lizard is exposed to light.



Sustainable Communities Projects: By collaborating with CYFERnet Evaluation and CYFERnet Technology, resources were geared to the six primary clusters of the 2008 CYFAR SCP grants. These web pages make it easier to find relevant resources. The six clusters are: Communication Skills; Healthy Living; Citizenship; Workforce Prep; Parenting; and Science, Engineering, and Technology.

CYFERnet—Technology

Project Director: Trudy Dunham
University of Minnesota

Collaborating Universities:

Iowa State University
University of Missouri
University of Nebraska
New Mexico State University
North Carolina State University

The focus of CYFERnet technology is on the effective integration of technology into CYFAR programs—both to facilitate program management and as a core component of the programs. As digital technologies increasingly become a part of daily life, it is important that they are also a core component of CYFAR programming. During 2008, the CYFERnet team offered trainings and tips in the use of Web 2.0 tools and demonstrations of the use of exergames and mobile technologies.

The CYFERnet web site was the focus of much work in 2008. The CYFAR Reporting Database was made ADA compliant and easier for CYFAR projects to enter their annual reports. Building on the CYFERnet Evaluation Assessment of Technology Use survey the redesign of the CYFERnet web site was initiated. The new look and features, which will be unveiled at CYFAR Conference 2009, will enable enhance ease of use and participation in CYFERnet. Approximately 32,000 visitors used CYFERnet each month in 2008.

The technology team hosted 12 live online trainings in 2008 covering a variety of family, youth, and community topics. Not only were these offerings popular as live events, but approximately 2,000 people later viewed the archived sessions. The CYFAR Conference 2008 proceedings are a key resource, with 40,000 visitors and 150,000 page views during the year. CYFERnet Tech produces and hosts monthly articles that feature CYFAR programs and related resources, as well as the popular Mission of Month activities. The Hot Topics section, Experts Directory, and Research Spotlight are other well-used CYFERnet resources.



Children, Youth and Families at Risk Conference 2008

**Hyatt Regency
San Antonio on the Riverwalk**

Cathann Kress, director of youth development, and Sharon Wright, national program leader of 4-H National Headquarters, welcomed nearly 1000 people to CYFAR 2008 in San Antonio, Texas. CYFAR 2008 was hosted by the Texas AgriLife Extension Service/Texas A&M System. Jeff Howard, associate state 4-H Program leader, served as the conference chair.

Over 100 CYFAR participants joined with San Antonio neighbors of the El Carmen Society for Community Advancement to build a KaBOOM! playground in just one day. A 4-H Military Partnerships track including tours to youth centers at Lackland Air Force Base and Army's Ft. Sam Houston and postconference provided opportunities for networking and building effective teams to join the CYFAR Military Partnership.

CYFAR 2008 keynote speakers included an inspirational and moving opening address by Donna M. Beegle, president, Communication Across Barriers. Don Bower, professor, Department of Child and Family Development, University of Georgia, presented the third annual 4-H Family Strengthening Distinguished Lecture sponsored by 4-H National Headquarters, 4-H National Council, and Annie E. Casey Foundation. James P. Comer, professor of child psychiatry, Yale University, described a model that enables parents, educators, and communities to collaborate and promote good child development and learning.

Four research presentations were offered: Exploring Military Deployment Through the Eyes of Youth: Implications for Research and Practice, by Angela Huebner, Virginia Tech, and Heather Williams; Exergames: Using Videogames to Promote Physical Activity by Barbara Chamberlin, New Mexico State University; Whatever: Turning on the Teen Brain, Abigail A. Baird, Vassar College; Educating the Whole Child for the World: Culture and Education in the New Millennium, Marcelo M. Suárez-Orozco, New York University.

The CYFAR Conference provided a broad range of workshops, program showcases, research posters, and computer labs—a high-quality professional development experience for youth and family professionals who build and implement effective programs for children, youth, and families.

This annual conference is focused on strengths and needs of CYFAR programs designed for CYFAR staff and collaborating partners. The conference welcomes youth and family professionals from land-grant universities and other organizations as well as from partners in Army Child and Youth Services, Air Force Services Family Member Programs, the Air Force Family Advocacy Program, Navy Child and Youth Programs, and Marines Children, Youth, and Teen Programs.

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Kids with Biz Ideaz: A New Generation of
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Front cover photos: left to right

Texas—4-H After-school Young Entrepreneur Program (YEP) business partners display their 4-H Top Biz Honors at the YEP Business Trade Show in Conroe, Texas.

Missouri—4-H LIFE Program members in Audrain County carry on tradition by leading the 4-H and American pledges.

Massachusetts—Youth from the Boston New Communities Project visit the University of Massachusetts Amherst campus.

Michigan—The link between trust and authenticity across differences is learned and practiced among the 4-H Step Into My Shoes Youth Culture and Service Exchange participants.

Louisiana—Reading program participants demonstrate use of reading timers to log the number of minutes they read at home.

Missouri—A grandmother bonds with her granddaughters during monthly 4-H LIFE Family/Club meetings in Audrain County.

New York—(CITY) Teen Leaders build a human knot as part of a team-building exercise in New York City.

Inside front cover photos: left to right

Idaho—Students learn Native American dancing taught by a Coeur d'Alene tribe member.

New Hampshire—A popular activity for girls at Seacoast Youth Services is making face masks and decorating them to express their own unique selves.

Montana—Students participate in the Montana 4-H Terrapod project, which engages children in science by teaching them film making and supporting them with an online environment.

Back cover photos: top to bottom

Kentucky—Students at Simons Middle School in Fleming County create an American flag in honor of Veterans Day. The event was planned and implemented by CYFAR youth participants from the school.

Michigan—Teens and adults from different communities and walks of life gather for a photo at the end of their overnight team-building and training session.

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